Assignment 1 – Code of Conduct

Due – Week 7

Weight – 20%

Select one of the psychological theories / models of behaviour from our study so far that resonates with you. Devise a code of conduct for a primary school classroom (at a Stage of your choosing) based on that model or theory. The code of conduct should include and explain the approaches you take as a teacher that concentrate on character development. The aim of the code is to establish a classroom environment that fosters student responsibility and resilience, and encourage participation and engagement.

1. Students will select from one of the following theories or model s (Chapter 11 of text will support choice)

* Behaviour modification model / applied behavior analysis
* Assertive discipline model
* Democratic discipline model
* Choice theory
* Teacher effectiveness training model
* Responsible thinking model
* Positive behavior leadership model
* Pain model

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| **ASSESSED CRITERIA** |
| The code reflects an established psychological model / theory |
| Code indicates ability to identify a range of student behaviours and explain their basis in psychology |
| Code presents / demonstrates practical strategies for behaviour management in the classroom |
| Code reflects knowledge and understandings of legal rights and responsibilities of both student and teachers in regard to students’ behaviour and misbehaviour while at school |
| The code reflects a student centred approach - self-discipline rather than teacher imposed discipline |
| Academic writing skills |

Students are then to devise a code of conduct that is based on their choice.

The following process may be useful, to guide students through, in a tutorial session:

Step 1

Write down the objective of their code of conduct. Students need to consider the age of the students they are devising it for. The code of conduct may also consider the school context, the population served and objectives of the school.

Students create a list all the behaviors that they want students to demonstrate throughout the school year. Example: line up quietly, complete tasks, start work promptly, be respectful. Write down all ideas that come to mind.

Step 2

Group the ideas under suitable headings (eg) Work Habits, Respect of Self and Others, Taking Care of Property, Contribution, Safety and Order. You will find that several skills can be placed under all categories. Don't be shy, write them where they apply!

Step 3

Write a statement for each of the categories chosen. Word the statement in a positive way so that it's a goal the students can work towards. Example: Take care of your property and the property of others. The statements should be general enough to include all the skills but specific to the category.

Step 4

Code of Conduct can be published – students can do this whatever way they like

The code developed should not be a list of classroom rules,(eg stay in your seat, raise your hand etc) it should be more based on values – values which assist in creating an environment that will foster student responsibility / resilience / participation and engagement

The following values come from the National Framework and could also assist students.

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| **Care and Compassion** | **Integrity** |
|  |  |
| **Doing Your Best** | **Respect** |
|  |  |
| **Fair Go** | **Responsibility** |
|  |  |
| **Freedom** | **Understanding, Tolerance and Inclusion** |
|  |  |
| **Honesty and Trustworthiness** |  |
|  |  |

Once students have developed their code, they are to include a written explanation that encompasses the sections of the marking rubric above. Students should include in their written work the following:

* Explain the psychology related to their code
* Explain their understanding as to how their code reflects legal rights and responsibilities for both students and staff

There is no set word limit to the written part

Students can view, discuss and anlayse published codes of conduct in a tutorial session

An example of a primary school code of conduct taken from St Agnes Primary School, Matraville

At St Agnes Primary School students are expected to:

**1. Respect myself and others**

This will be evident when students:

\_ Use good manners and appropriate language

\_ Wear the full school uniform correctly and with pride

\_ Follow teachers’ instructions

\_ Care for their own property and the property of others

\_ Follow procedures for answering bells and lining up

\_ Speak politely to others

\_ Follow playground rosters for grass and asphalt

\_ Inform a teacher of inappropriate behaviour that may endanger other students

**2. Care for myself and others**

This will be evident when students:

\_ Eat healthy food first at lunch and recess

\_ Have gentle hands and kind words

\_ Wear the full school uniform correctly and with pride

\_ Take care of other children in need

\_ Wear their school hat when outside

**3. Do my best always**

This will be evident when students:

\_ Participate sensibly and enthusiastically in all school activities

\_ Try their best in completing all set tasks

\_ Show a good example to others

\_ Follow all school and class rules

\_ Work co-operatively with others

\_ Take care of school equipment

**4. Keep our school a happy and safe environment**

This will be evident when students:

\_ Walk in all areas other than grass areas (except for designated areas)

\_ Behave sensibly in the toilets

\_ Wear their school hat when outside

\_ Play appropriate games in designated areas

\_ Walk in pairs to toilet or when on messages

\_ Keep the playground and classrooms tidy

\_ Eat in appropriate areas

\_ Leave dangerous and valuable toys or objects at home

**5. Demonstrate justice and fairness for all**

This will be evident when students:

\_ Always tell the truth

\_ Always play fairly

\_ Respect the rights of others

\_ Listen to others

\_ Join in all school activities

\_ Show compassion towards those in need

\_ Take turns

\_ Follow Hands Off! Feet Off! Rule at all times

\_ Accept and value the uniqueness of each individual

Assignment 2

<http://202.148.138.218/IgnitionSuite/uploads/docs/NSWIT%20Issue%201%2008_v3.pdf>

This resource may be of value in tutorials – it comes from the NSW IT and has a selection of articles etc based around classroom management

Due – Week 10

Weight – 40%

In this assessment item you are looking **at what constitutes** a model of classroom management.

First, from your study of psychology and theories of behaviour as well as legal and professional requirements, determine the following:

1. What do psychological theories of behaviour indicate to us about what constitutes classroom management?
2. What do government policies and regulations indicate to us about what constitutes classroom management?
3. What do professional teaching standards indicate to us about what constitutes classroom management?

Second, prepare a school policy document that provides a model of good classroom management for the school’s teachers.

Maximum: 1 000 words.

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| **ASSESSED CRITERIA** |
| The model shows awareness of government policies and regulations, and legal rights and responsibilities of both student and teachers. |
| The model shows awareness of the professional teaching standards (GTS level) prescribed by the *NSW* *Institute of Teachers*. |
| The model shows awareness of established models/theories of psychology. |
| Assignment indicates student’s ability to identify a range of student behaviours and explain their basis in psychology |
| Model indicates knowledge of the dynamics of the classroom environment. |
| Academic writing skills |

The 6 domains of classroom management which can be covered with students: **mains of Classroom**

**Management=========mains of Classroomement**

• Physical environment

• Teaching and learning routines

• Teaching and learning interactions

• The learning program

• Rights, rules and responsibilities

• Consequences.

Physical Environment

• where students learn, ie desk arrangements, mat space, inside/outside

• where do you teach, ie. Instructional zone, whiteboard, specialty area

• visual displays, ie. Student work, information, teaching & learning aids

• equipment storage, ie. Student equipment, teacher equipment & specialist equipment

Routines

• Teacher Routines, ie. preparation, timetable, beginning & ending the day, rotating monitor system.

• Student Routines, ie. entering & leaving the room, beginning & ending the day, moving between

activities, keeping desks tidy.

Teaching Learning Interactions

Consider how you:-

• foster effective relationships

• create class identity

• give instructions

• ensure cooperation

• question

• listen

The learning Program

When you plan your program consider:-

• Content

• Methodology

• Task

• Time Limit

• Action

• Evaluation & Assessment

Rights, Rules and Responsibilities

Classroom rules should be:-

• Reflective of school rules, philosophy & values.

• Positively stated

• Student centred

• Few in number

• Enforceable

• Prominently displayed

• Supported consistently by appropriate consequences.

**Principles which could underpin classroom management include:**

1. CONSISTENCY

2. COMMUNICATION

3. FAIRNESS

4. MOTIVATION

5. PREPARATION

6. COOPERATION

7. ATMOSPHERE.

8. SAFETY